



GERALDTON
SENIOR HIGH SCHOOL

ANNUAL REPORT 2022



**We strive to provide opportunities
for all students in a safe, caring,
and inclusive learning
environment.**

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SENIOR HIGH SCHOOL

Message from the Principal...



Welcome.

It is my honour to present the 2022 Annual Report for Geraldton Senior High School. This was a year that held many challenges for all schools, as we navigated the pandemic and ensured that we remained staffed and offered continuous learning. Nearly all staff members were affected by COVID and needed significant time off, but through working together it was a testament to their commitment that school remained open.

I am proud of the way staff held together as a united team and students and families showed great resilience. A lot of work continued in our Fogarty school improvement journey which was in its second year. The leadership team led all staff in an ongoing conversation of school review, and this culminated in a Public-School Review process and report published in December 2022. We continued our transition to a Year 7-12 mainstream school with our first cohort being in Year 10 and preparing for Upper School Year 11 now.

This report outlines the successful achievements and areas of ongoing development for the 2022 school year. The purpose of the report is to present information that aligns to the 2020–2022 Business Plan and its targets, and to provide information about events and happenings that develop our culture. The report relates to the school vision, priorities and values and provides an assurance that the key focus areas of the school are being addressed. It is an opportunity for us to report to our community and the Department of Education on all aspects that relate to the progress being made by Geraldton SHS in the achievement of positive outcomes for our students. It forms the basis by which ongoing reflection and improvements are considered, based on evidence, and is an essential part of the self-assessment process of the school.

It is a privilege to see so many of our students demonstrating the school values of Geraldton SHS; **Respect, Responsibility and Doing Your Best** – these are actions seen within this report. There are so many to mention individually but as always, I ask, please follow our Facebook and Instagram pages for many updates and smiling photos of the events and opportunities over the year.

As we wrap up this Business planning cycle, work is already underway to ensure that the next cycle is a reflection of our shared vision, values and new Priorities. Whilst these remain largely similar and aligned with our core business of Success for all Students, you will find some new strategies around transition, catering for academic students in an Academic Excellence program, and the moving to a House structure.

As I write this report in Term 1 2023, we are working to strengthen school processes whilst acknowledging our proud history and create a new future for our students as a Year 7-12 school. I welcome you on the journey with us and thank you for your contribution to our school.

Emma Walker – Principal



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School Board

2022 Board Members

Staff

Emma Walker – Principal
Rhonda George-Kennedy
Narelle Bate
Enan Hann

Parents

Chad Butler-Henderson (Chair)
Melissa Wharekawa
Taryn Winter
Merle Meyer

Community

Lara Dalton
Warren Taylor
Tiambra Calvin (Deputy Chair)
Debra Stone

2022 was a very productive year for the Geraldton Senior High School Board with Covid restrictions easing. We welcomed in a new principal; a new executive officer and I took over the reins from Kathy Anderson as Board Chair.

As such it is a very fitting time to thank the outgoing Greg Kelly, Andrea Ducas and Kathy Anderson for their valuable contribution to the school community and helping to lay the foundations for where the school is at today.

In partnership, we were able to introduce student reports presented by student leaders, we supported changes in structure of the school to vertical forms in school houses and participated in a whole of school review. We mapped out school board responsibilities so agendas could be determined in advance for 2023.

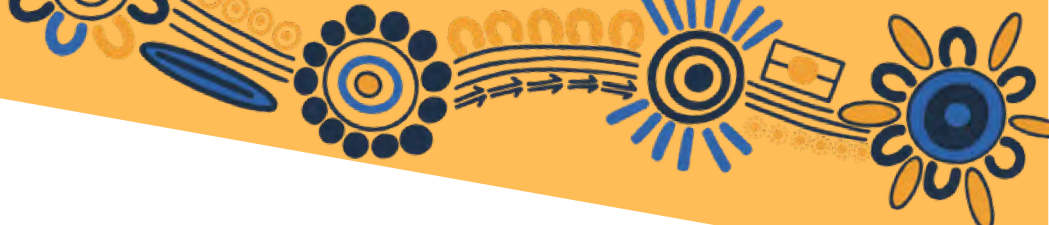
We are now in the final year for the Fogarty EDvance framework which has proven to create a unified leadership team and empowered our teachers. Through the students, we are seeing the positive benefits and relationships this program has given the staff.

On behalf of the School Board, it is our pleasure to co-present the Annual Report to the community.

Chad Butler-Henderson
School Board Chair



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OUR VISION

We strive to provide opportunities for all students in a safe, caring and inclusive learning environment.



OUR VALUES

Respect
Responsibility
Doing Your Best



OUR PRIORITIES

Success for All Students
As a culturally responsive and inclusive school, we provide opportunities for every student to achieve success in all aspects of their education.





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Quality Teaching

As a school committed to quality teaching, we provide engaging learning environments that enable both students as learners and staff as educators to fulfil their potential.

Safe and Supportive Environment

As a school that provides a safe and supportive environment, we build an inclusive culture to ensure everyone is respected and valued.

Community Relationships

As a school that values community, we build positive relationships with parents and carers, community organisations, educational institutions, local industry and businesses and the wider school community so that we can support each other to achieve our vision.





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Student Information

The 2022 February census return showed a total of 951 students enrolled at the school. This indicates a slightly lower enrolment from the previous year. Numbers of students continue to leave school for a variety of reasons, including further training (TAFE), employment (including traineeships and apprenticeships) and leaving town. Unfortunately, during COVID-19, there were a number of Year 11 and 12 students who did not return to school despite efforts to re-engage them in their schooling. In many cases this is due to a genuine and positive reason of employment, apprenticeship opportunities etc. The school continues to monitor Year 11 and 12 students who do not complete their secondary education at the school through the Department of Education Participation Directorate.

Seventeen (17) GSHS students were attached to the Geraldton Residential College (GRC) in 2022. The school continues to work effectively and enjoy a productive partnership with the GRC to support our students.

The school Index of Community Socio-Educational Advantage (ICSEA) in 2022 was 906, with 4% of the school student population in the top quarter (25%) and 53% in the bottom quarter (25%). This places the school in the 12th percentile of Socio-Economic Advantage. The current school average ICSEA across Australia is 1000. Information related to the ICSEA is generally available on the My School website: www.myschool.edu.au.

School performance is judged against the norms of Like School Performance (schools with a similar profile to GSHS) and against measures determined by the school leadership team in 2019 when establishing the current Business Plan 2020-2022.

The students at Geraldton Senior High School continue to represent a diverse range of nationalities with there being 3% of the population having English as an Additional Language/Dialect in 2022. Geraldton SHS had a 30% Aboriginal student population in 2022. The ongoing enrolment of Year 7 students into the school resulted in varied numbers from our Local Intake Area (LIA) schools. We will continue to work to increase the market share of all LIA students to come to this proudly public school and increase community confidence through our results in 2023.

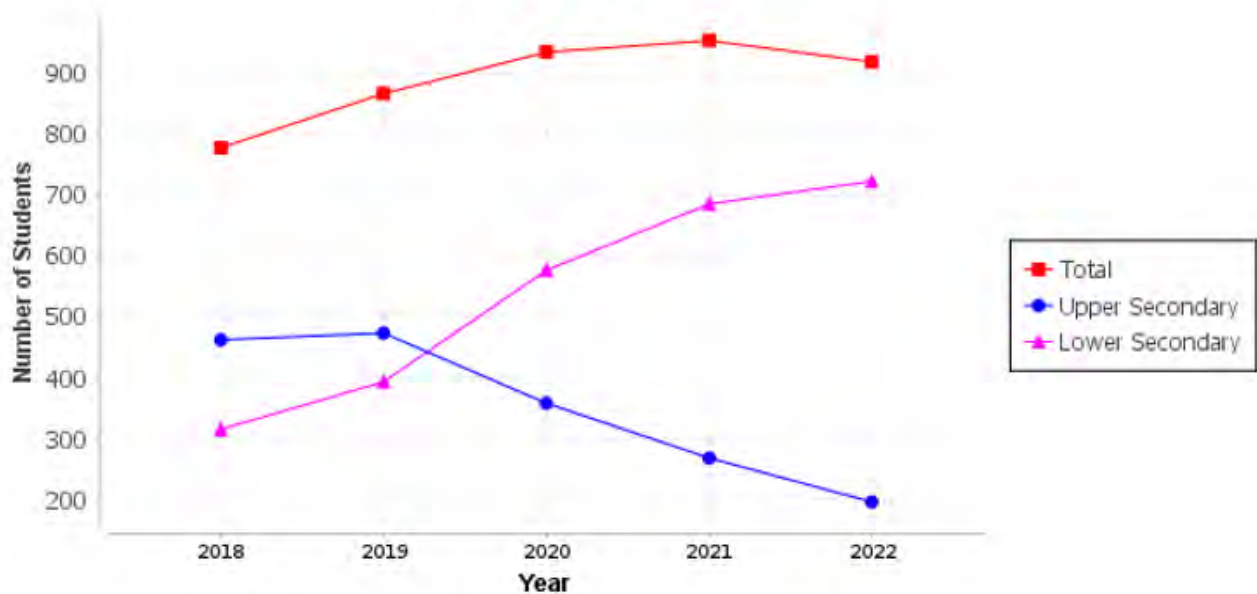


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Student Numbers

Semester 1	2019	2020	2021	2022
Lower Secondary	394	588	718	726
Upper Secondary	520	413	301	225
Total	914	1001	1019	951

Semester 2 Student Numbers



The **Geraldton Senior High School Business Plan 2020-2022** sets out the targets for our school to achieve by the end of 2022, in four main priority areas:

- Success for all Students
- Quality teaching
- Safe and Supportive Environment
- Community Relationships



KEY		
ACHIEVED	PROGRESSING	NOT ACHIEVED

Business Plan Data Targets -2022 Executive Summary		
Success for All Students		
Attendance		
Regular Attendance rate for 2022 will equal or exceed 50% compared to 43% at end of 2019.		<p>The school did not achieve this measure; however, it has been greatly impacted by COVID.</p> <p>2022: The regular attendance rate was 29.5% over the 2022 year. Whilst this is a long way off the school's goal, it was well above Like Schools at 22.5%. A focus on Attendance continues in 2023, through the Attendance initiative in Fogarty as well as revised targets in the 2023-2025 Business Plan, with associated strategies.</p>
Aboriginal student attendance for 2022 will equal or exceed 71% compared to 67% at end of 2019.		<p>The school did not achieve this measure; however, it has been largely impacted by COVID.</p> <p>2022: Aboriginal attendance 60.6% which was again well above Like school indicators (53.9%).</p>
Unexplained absences for 2022 will reduce to 50% compared to 65% at the end of 2019.		<p>The school has not met this target.</p> <p>2022: Sem 1 unexplained absences was 58% Sem 2 unexplained absence was 64% Whilst some improvement was made, this has been minimal. There is a focus on Attendance in 2023 through the Attendance initiative in Fogarty and the further implementation of a whole school Attendance Plan, including roles and responsibilities and parent education.</p>
Pathways for Students		
Year 7-10 subject achievement: % of A and B grades in each subject equal or higher than Like Schools		See table below: Trends for Semester 1 2022 include:
Year 7-10 subject achievement: % of D and E grades in each subject will be lower than or equal to Like Schools		<ul style="list-style-type: none"> A lower number of A grades awarded over that of Like Schools Learning Areas have similar results and no one learning area stands out. Year 8 and 10 cohorts indicate better results than like schools in general over most Learning Areas.
% of students achieving WACE will equal or exceed 88% by 2022		<p>The school did not achieve this target in 2022.</p> <p>2022: The school achieved a WACE (eligible) rate of 84% which was just below our target and a small decline from 2021. However, the school was well above like schools on 69%.</p>
All ATAR students will achieve an ATAR of 60 or more		<p>The school did not achieve this target in 2022.</p> <p>2022: 46% of students in Year 12 ATAR achieved an ATAR >60. The impact of Early Offers from universities continued to be felt in 2022, meaning some students did not work with the same focus after they received their unconditional university offer.</p>



Median ATAR will equal or exceed 75		<p>The school did not meet this goal in 2022.</p> <p>2022: Median ATAR was 58.3. Whilst this is a small drop from 2021, it is still above Like School indicators and within expected range of the cohort. However, it was a long way off the highly aspirational target and will need a revised goal for the 2023 – 2025 Business Plan.</p> <p>There were some very pleasing results by many students achieving their university goals and three students achieving an ATAR above 80, one of whom received a Certificate of Merit.</p>
Completion of Certificate II or higher will equal or exceed 94%		<p>The school has not achieved this measure in 2022.</p> <p>2022: 83% of VET enrolled students achieved a Certificate II or higher in year 12.</p> <p>However, the attainment rate continues to be above Like School indicators which is a good measure that students are leaving Geraldton SHS with a pathway of ATAR >55 or a Certificate II or higher completion. Of this outstanding figure, 65% achieved a Certificate II and a further 18% achieved a higher qualification whilst at school. The school is proud that many of our students are achieving more than one qualification, and this has again improved over the past year.</p>
Literacy and Numeracy		
Each year at least 90% year 12 students will meet the OLNA standard		<p>The school has achieved two out of the three measures in 2022.</p> <p>2022: 91% of WACE eligible students achieved the Numeracy and Writing component and 98% of students the Reading.</p> <p>Our overall standard rate was 86%, which fell just below the target. This is a significant improvement on the Like School indicator of 61.5%.</p> <p>This is an improvement from 2020 and testament to the focused effort of the school to provide small group and individual intervention through the provision of a Literacy Coordinator. Ongoing investment into this crucial aspect of WACE achievement and literacy and numeracy acquisition will be made in 2023.</p>
The stable cohort will equal or exceed Like Schools in progress achieved from year 7 to Year 9 NAPLAN		<p>The school was on track to achieve this target on all five measures of NAPLAN, and had already achieved it in Reading, Writing, Numeracy and Spelling in 2021.</p> <p>Unfortunately, due to the impact of COVID on NAPLAN testing there are no progress reports available for this target.</p>
Quality Teaching		
Evidence Based Practice		
All staff participate in regular data analysis as per the Academic Monitoring Timeline and develop strategies for improvement.		All staff participate in data analysis each semester in Learning Areas with their Program Coordinator, who in turn meet with the principal to discuss findings and set Learning Area direction.
All staff to complete all elements of the School Performance management cycle by the end of Term 1 each year, showing evidence of progress.		Performance Management in the school was impacted by SSTUWA (Teachers Union) bans during Term 1, 2022. When bans were lifted the Performance Management process commenced - meetings occurred, and employees showed evidence of reflection and progress towards their goals.



Curriculum Expertise		
An increase in staff participation in professional Learning related to curriculum development and delivery.		Geraldton SHS continues to have a focus on Teaching and Learning as part of the Fogarty programs directions, staff have been supported and many involved in associated professional learning.
Instructional Expertise		
Staff and Community Surveys will indicate a positive trend in the use of ICT to enhance student learning		
An increase in teaching and non-teaching staff undertaking Classroom Management Strategies as part of their Professional Learning program		A small increase was noted in the number of staff accessing formal CMS programs from 2021 to 2022. This is significantly increased if you also consider coaching and conferencing as part of these programs by our trained CAT coach as well as the number accessing Trauma Informed Practice PL and Team Teach PL. Additionally, we are researching the Berry Street Model (Trauma informed practice program), with the aim of targeting Year 7 teachers in 2023.
Safe and Supportive Environment		
Behaviour		
Analysis of Student Information System data will reflect improved behaviour		There are categories that indicate improved behaviour over the year from 2021-2022, including a drop in the number, days and % students suspended from 2021 to 2022. This will continue to be a key priority area for 2023. 2021 - 26.4% 2022 - 24.5% suspended indicating a 1.9% decrease in the % of students suspended.
Progression is evident on the Positive Behaviour Support Implementation Checklist		The school has invested heavily in the PBS implementation timeline and checklist since inception. It has progressed well and at the end of 2022 had worked through the development of its matrix, nearly complete, the consideration and development of its whole school free and frequent system and had embedded the school values widely. A continued effort will ensure this work is further embedded in 2023 and time as a whole staff is used to continue implementation. Staff and the PBS committee also commenced the Tier 2 Training to further progress the implementation checklist.
Social and Emotional Health		
BeYou Survey indicates a positive trend		The BeYou survey was not available to the school to complete in 2022 to have a comparison in data. Over this time the school has worked hard in several areas to improve the learning environment which are outlined below. A Safe and Supportive Environment Priority Area working party determined in consultation with a BeYou Consultant that the school was making progress in a range of areas: The PBS team made significant progress to reflect on current implementation, using the Team Implementation Checklist, collect SET data, develop the draft Behaviour Expectations matrix, review the school-wide encouragement system, and engage all staff in professional learning to strengthen PBS across the school.



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	<p>As part of the Orientation program, Year 7 students completed modules from the You Can Do It! social and emotional learning program which builds skills in resilience, confidence, persistence, organisation and getting along. To support the initial work, further modules were delivered in Health Education classes. Year 7 and 8 students complete the Access class led by the House Coordinators. This weekly lesson has a focus on Social and Emotional need for student sin these year groups and helps to promote the house spirit and culture through game and activities towards house points.</p> <p>Student Services staff completed essential professional learning including Gatekeeper Suicide Prevention and Youth Mental Health First Aid. To complement work commenced in 2020, approximately 15 staff engaged in the NESLI Staff Wellbeing Toolkit Professional Learning. This program assists individuals proactively manage their own wellbeing and provides strategies for professional communities to better understand and support each other.</p> <p>In Semester 2, “Wellbeing Hour” was introduced as part of staff EBA meeting time. This strategy offered staff an opportunity to work collaboratively with peers in an informal setting, resulting in more effective teamwork in whole school strategic-level activities.</p> <p>The Fogarty Edvance program, through the Conditions of Learning focus area addresses the Social and Emotional health focus area of this priority.</p> <p>Data from the Tell Them from Me student surveys indicate an increase in the number of students having a ‘belonging’ to the school, however there was a decrease in the number of students feeling safe.</p>												
<p>The school Professional Learning Plan shows an increase in the number of staff accessing professional learning and maintaining currency</p>	<p>The accessing of Professional Learning (PL) between 2020 and 2021 indicated a positive trend, however in 2022 this dropped. The impact of COVID would have been one contributing factor, however the Leadership Team encourage the school staff to ensure PL aligns with the Business Plan needs and Professional Learning plans for staff.</p> <table border="1" data-bbox="683 1630 1374 1753"> <thead> <tr> <th></th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Teaching Staff</td> <td>90</td> <td>120</td> <td>77</td> </tr> <tr> <td>Allied Professional staff</td> <td>42</td> <td>49</td> <td>50</td> </tr> </tbody> </table>		2020	2021	2022	Teaching Staff	90	120	77	Allied Professional staff	42	49	50
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Active Citizenship																														
The % of students maintaining Good Standing reflects a positive trend		<p>The % of students maintaining their Good Standing has increased or maintained their average in three of the year groups over 2020 to 2022, there was however, a concerning drop in the Year 7 and 11 cohorts.</p> <p>These transitional groups will be targeted in 2023.</p> <table border="1"> <thead> <tr> <th></th> <th>2020</th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>71%</td> <td>74%</td> <td>57</td> </tr> <tr> <td>Year 8</td> <td>68%</td> <td>68%</td> <td>68</td> </tr> <tr> <td>Year 9</td> <td>N/A (no Year 9s in 2020)</td> <td>67%</td> <td>58</td> </tr> <tr> <td>Year 10</td> <td>63%</td> <td>54%</td> <td>67</td> </tr> <tr> <td>Year 11</td> <td>56%</td> <td>78%</td> <td>53</td> </tr> <tr> <td>Year 12</td> <td>81%</td> <td>87%</td> <td>87</td> </tr> </tbody> </table>		2020	2021	2022	Year 7	71%	74%	57	Year 8	68%	68%	68	Year 9	N/A (no Year 9s in 2020)	67%	58	Year 10	63%	54%	67	Year 11	56%	78%	53	Year 12	81%	87%	87
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Community Relationships																														
Positive Relationships with Key Stakeholders																														
Use of Connect data as a school communication tool will reflect a positive trend.		Due to the implementation of SEQTA and its increased efficiency to communicate directly to parents, we have seen a decrease in parents' interactions with Connect Notices. This will continue as SEQTA becomes our online means of communication with parent for school related matters including Pastoral Care, Good Standing notification and letters related to Academic performance.																												
Parent/caregiver attendance at school events will reflect a positive trend, incl. assemblies, school carnivals and p/t meetings.		Whilst the school recovers from COVID in 2020 and 2021 there were decreased parent opportunities to engage, the school reflected a positive trend in parent teacher nights combined with a 28% increase in the number of parents making bookings. In 2022 the number of parents booking appointments at Parent/Teacher nights dropped – however this may be due to an increase in teacher communication with parents via SEQTA or Connect.																												
School data will show an alignment between the needs of students and collaboration with external agencies.																														
Support Learning through community relationships																														
Learning Areas will provide at least two real life experiences each year that link to the curriculum.		All learning areas have provided real life learning opportunities for students. These experiences continue to be a focus of the school to ensure relevant and engaging curriculum.																												
Staff progress on the Aboriginal Cultural Standards Framework continuum will be evident.		There was no formal reflection or audit of the ACSF in 2022. However, ongoing progress was made in the development of programs for our students, such as the implementation of the Year 10 program in 2022. Additionally, a focus on engaging the wider community and welcoming all parents into the school as well as further exploration of engagement programs for students, including the Berry Street model.																												



Table below indicates % of grade allocation in each learning area equal or higher than like schools.

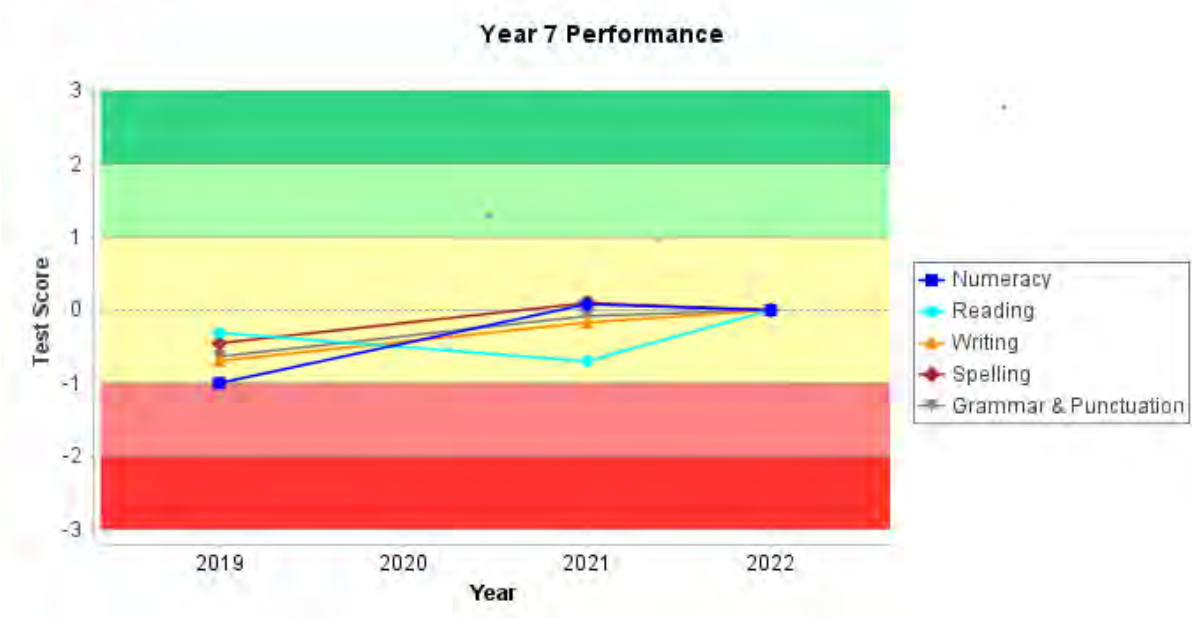
KEY	
ACHIEVING	NOT ACHIEVING

Year 7	E	D	C grades were not part of the Business Plan target	B	A
English					
Maths					
Science					
HASS					
H Phys Ed					
Arts					
Technologies					
Year 8	E	D		B	A
English					
Maths					
Science					
HASS					
H Phys Ed					
Arts					
Technologies					
Year 9	E	D		B	A
English					
Maths					
Science					
HASS					
H Phys Ed					
Arts					
Technologies					
Year 10	E	D		B	A
English					
Maths					
Science					
HASS					
H Phys Ed					
Arts					
Technologies					

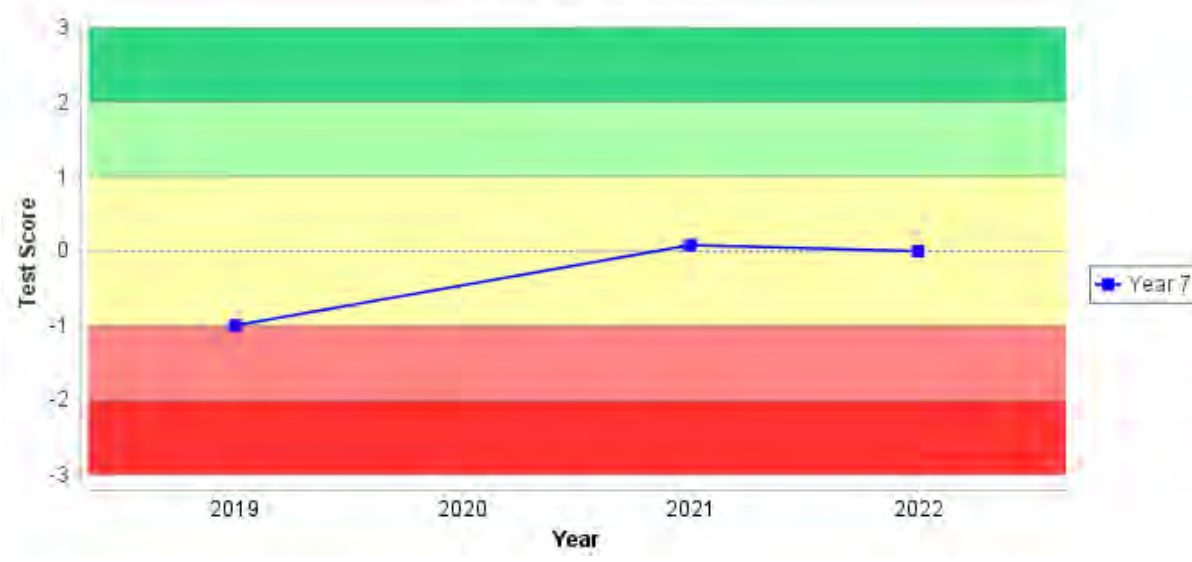


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Year 7 Performance



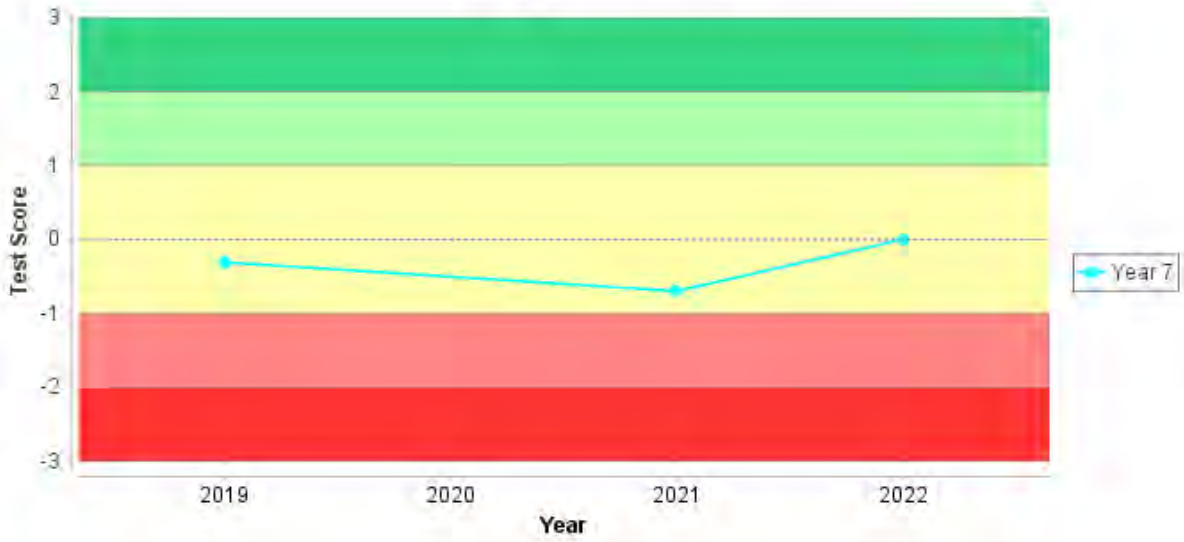
Numeracy Performance



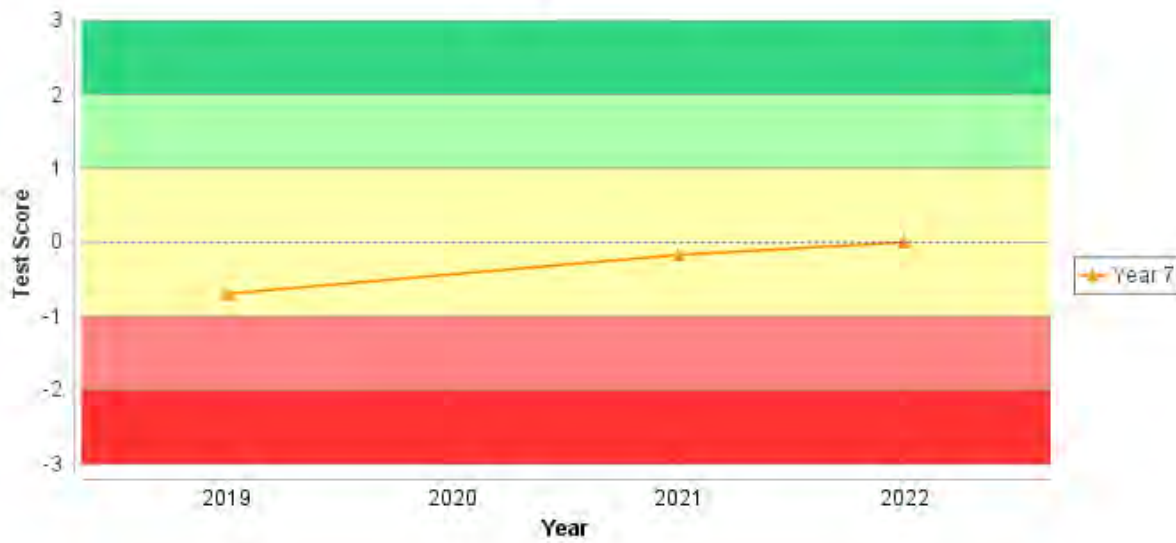


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Reading Performance



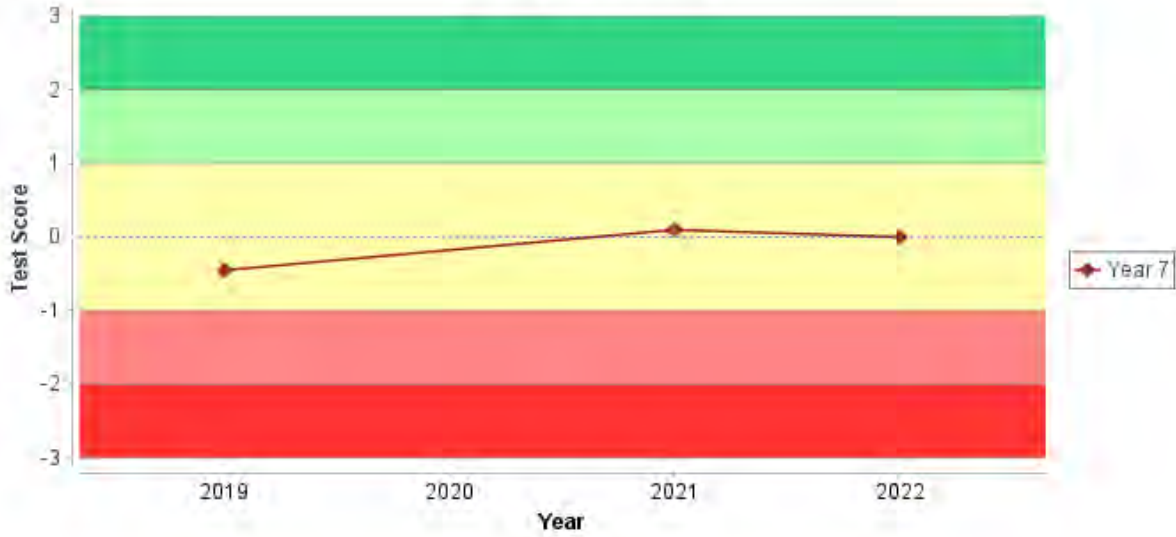
Writing Performance



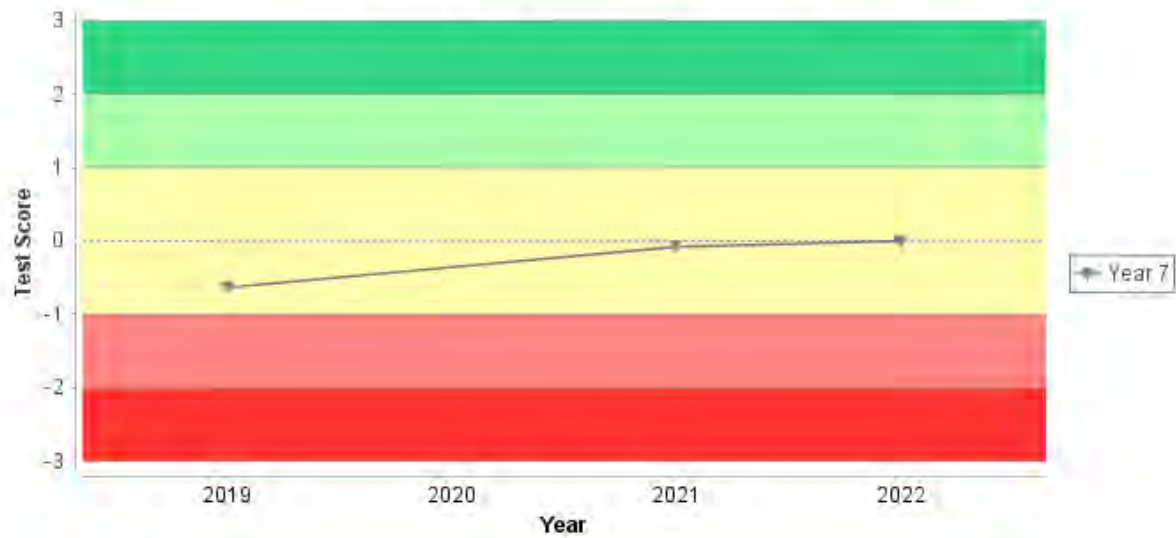


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Spelling Performance



Grammar & Punctuation Performance





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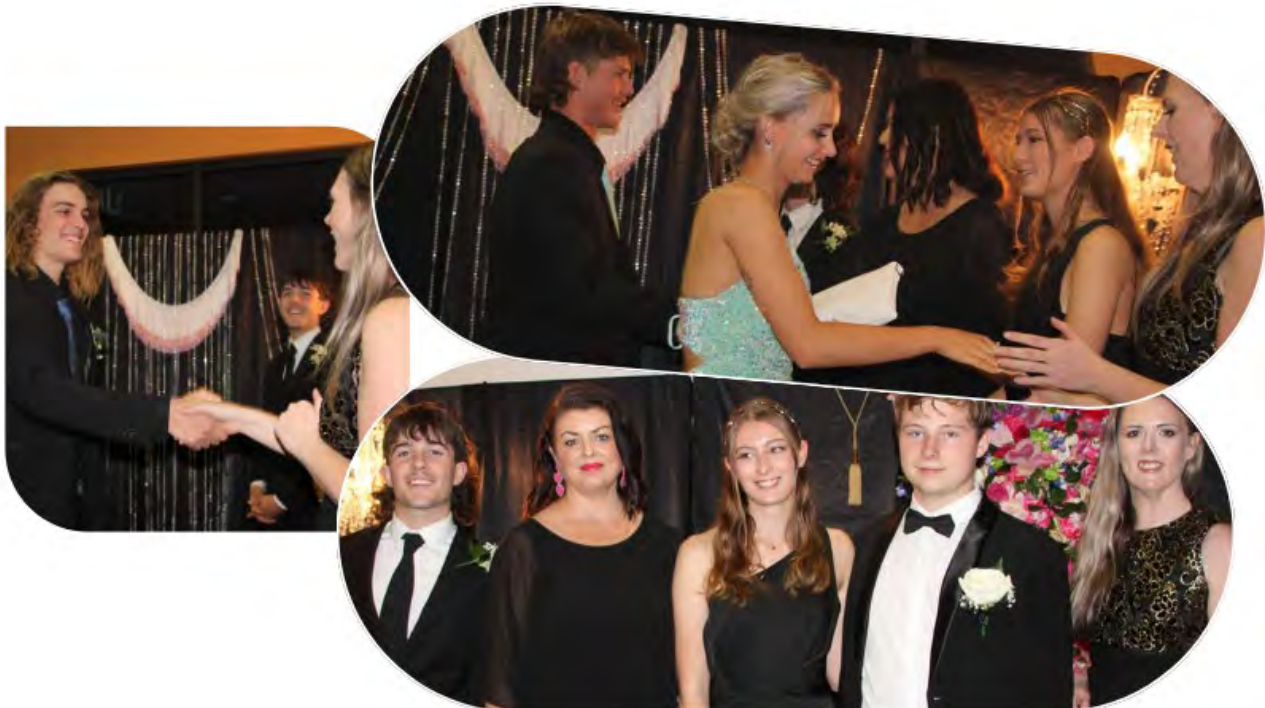
2022 Year 12 Ball

The 2022 Year 12 ball was a night of *Glamour* inspired by Hollywood's Met Gala, held at the Queen Elizabeth Centre on Saturday August 20, 2022.

Delayed due to COVID restrictions at the start of the year, the ball was highly anticipated and thoroughly enjoyed by students and their invited guests.

The contemporary theme was suitably grandeur for celebrating a vibrant group of graduating students who looked iconic in a variety of couture, cultural and vintage classic fashion.

As always, the night was attended by many teachers and other staff members who volunteer their time to hold these special events for our students. We were also fortunate to receive the support of our P&C, who gave our Year 12s star treatment by donating a luxurious Hollywood style red carpet.





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Clontarf at Geraldton SHS

In 2022, the Geraldton Clontarf Academy in partnership with Geraldton Senior High School continues to deliver strong outcomes for the Geraldton Academy members across our focus areas of Education, Employment, Wellbeing, Sport and Leaderships.

Education

Nine Academy members completed year 12 in 2022 with seven of these young men currently employed at the time of writing this report. We continued the L to P Driver Training Programme which covers cost associated with gaining a licence including documentation and driving lessons. All year 12 students gained their provisional licence with the support of this programme.

Employment

Clontarf's annual employment forum gave academy members the opportunity to meet many local employers and discuss opportunities within their industry. Students also gained exposure to the workplace through 15 worksite visits in industries including mining, logistics, retail, utilities and defence. Highlights included the sail day aboard the HMAS Stalwart and The Beyond the Gate Tour of Marandoo Mine Site resulting in one of our year 12 students gaining employment with Rio Tinto.



Well-being



The Geraldton Academy supported the health and wellbeing of Academy members through health checks and education. 98 health checks were delivered by the Geraldton Regional Aboriginal Medical Service (GRAMS). The Academy also delivered various health sessions throughout the year covering relationships, mental health, drug and alcohol, nutrition and healthy lifestyles with the support of local health providers including GRAMS, Headspace and the Cancer Council.



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Sport

The Geraldton Academy held 46 morning training sessions throughout the year with a mix of sports including football, basketball, cricket, swimming, boxing and fitness sessions. The Academy competed in 5 sports carnivals throughout the year which was reduced due to covid restrictions in the first half of the year. The main highlight being the Kalgoorlie Cup which was a football carnival involving 15 Clontarf Academies from around WA.

Leadership

Students developed their leadership skills in weekly Team Time classes including goal setting, public speaking, work ready skills and team building activities. Academy members participated in 14 camps to destinations including Yalgoo, Kalbarri, Cervantes, Kalgoorlie, Rottnest Island and Darwin. The major trip to Darwin was attended by the year 12 students in term 4. The trip involved a presentation to a Clontarf partner, inter-academy and community activities. The Yamatji Dance Crew performed at Yamatji on Country and various NAIDOC and Reconciliation week celebrations at community events and primary schools within the local intake areas. The Academy also participated in volunteering and community clean-ups.

Clontarf's partnership with Geraldton Senior High School has delivered outcomes for Academy members in personal development, year 12 completion and community contribution. We thank Geraldton Senior High School for their continued support of the programme.





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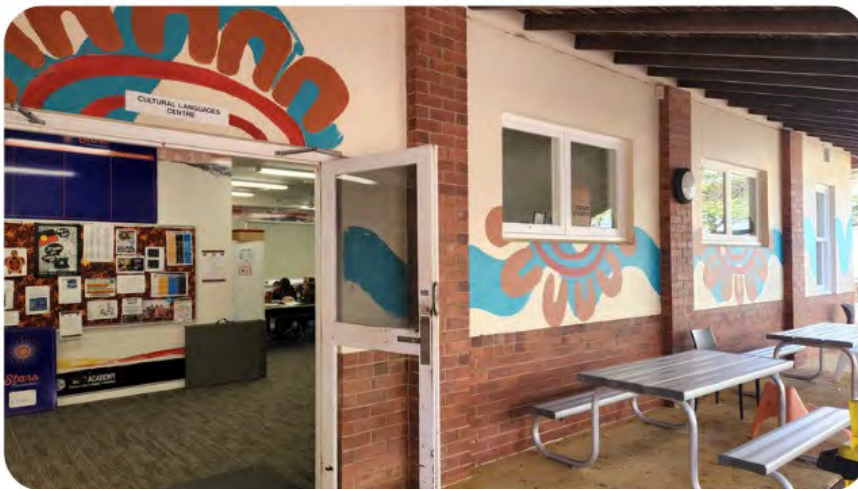
STARS at Geraldton SHS

The Stars Foundation entered its second year of operations at Geraldton Senior High School in 2022. The year began with the ongoing challenges of Covid still having a presence in our lives, but these issues were soon worked through, and the Stars staff continued to provide consistent support to Aboriginal girls within the school. This support involved well planned and dynamic team time activities which focus on the Stars plan areas of Healthy Lifestyles; Education, Employment and Training; Wellbeing; and Community Culture and Leadership. Staff also work closely with our members to engage them in their classes and in the school community in positive ways.

2022 saw an increase in enrolment numbers with Stars, creating opportunity for more greater connection across the school. Our daily lunches saw more and more girls coming into the Stars space and building

relationships not only with Stars staff but also the school staff. These positive relationships were beneficial to not only the girls in the program but also to the teaching staff who have regularly commented on the improvement in their ability to work with these students in the classroom.

There were so many highlights throughout the year with so many girls achieving personal goals and developing skills which will benefit them for a lifetime. In particular, the Stars Foundation involvement with the NAIDOC Expo provided opportunity to work with community groups and



organisations from throughout the region. The Year 11 Transition camp to Perth supported by mentor Luana McGregor, was an awesome experience for this group of girls to be exposed to employment and further study opportunities. This camp will hold positive memories for a lifetime with the young women forging friendships and connections.



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The year came to a close with our Annual Awards event. A night of celebration for all members of the Stars Foundation and a chance for families to share in the highlights of the year. The Stars Foundation staff are thankful to all our members throughout 2022 and their families who supported us to do our work in sometimes challenging circumstances. We have also had incredible support from community organisations, and this has again given much benefit to our program.

We all look forward to continued opportunities in 2023.

Heather BRETT
Program Coordinator
STARS Foundation





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Vocational Education Pathways

VETDSS programs (CRTAFE) bring continued success to students who apply themselves. 2022 saw the culmination of the largest Cert iv contingent to complete qualification. A few of these students have gone on to enter directly into Nursing programs at university.

School Based Traineeships: The biggest involvement here remains with the aboriginal students 2 at the bank, 1 withdrew from post office, 1 at police station and 1 warehouse at Reece. SBT's remain hard to source.

Engagement programs: The highlight of 2022 was the successful completion of the Certificate II Rural Operations in the Gigaman Gawala program. This gave the students licensing in chainsaws as well as use of skid steer, excavators, basic irrigation and horticulture. These skills should have wide employment applications in the future.

Endorsed Programs: while Workplace learning continues to be the majority of the Authority programs accessed, we are also had Elite Sports and Recreational Pursuits. Students continue to bring in evidenced of achievements in the Provider category – cadets etc.

Academic programs: very small cohort has seen ATAR mostly pivot to SIDE in 2022. Year 12's again had the impact of disruption covid though to a lesser extent than 2021. Early offers have a continuing downward impetus on motivation in the ATAR but was countered by students having already secured places in university.

Year 11 ATAR

- 8 students studied 4 or more ATAR in Year 11 2022
>2 students doing full ATAR in 2023 1 doing 3 ATAR 4 gone to UniReady

Targets for improvement:

- Support students in SIDE
 - Regional specialists tutoring program
 - Follow the Dream
- Monitor success of UniReady in 2023
- Monitor effectiveness of Elevate program in 2023.

VET – RTO's

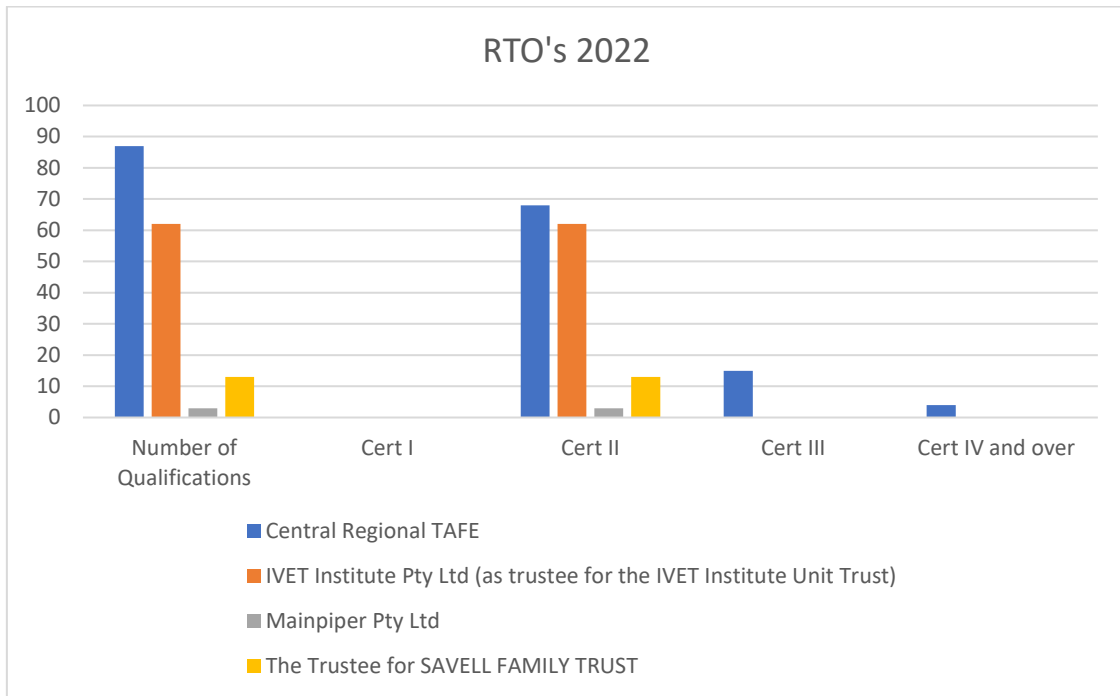
Highlights:

- All RTOs were prompt in providing results for reporting. CRTAFE were especially accommodating in getting Year 12 certificates processed for Valedictory.
- Continuing relationship with Maxima was resulted in an uptake in Traineeships. (2-year cycle)
- CRTAFE remains our main provider and has accommodated late changes.
- Electrotechnology made a return to the Trade Training Centre, and it worked well but the decision has been to develop a different model in 2023 a second intake in July using TAFE facilities – this will also occur for Building & Construction.
- Savell Construction on site continues to provide an alternative to TAFE in the STEP area and deliver a value adding service of White cards to VIP program and STEP.



Areas of focus and future monitoring:

- How do skillsets fit?
- Will we allow Year 10's to access VETDSS
- Uptake of second certificate – building possible sequences of Certificates followed by skill set
- Avenues to increase opportunities at Cert III or higher level.



School Based Traineeships

- School based traineeships have mostly been supported by our Aboriginal students who have been linked through Maxima with the Banks and Post Office.
- Three male students will complete their traineeships at the Post Office in 2023.
- Two students started in the bank, with one transferring to Port Hedland and the other successfully completed. A new recruiting round occurred in late 2022 with 2 students successful in applying for bank positions in 2023.
- One student who commenced a traineeship in tourism, has unfortunately withdrawn after difficulties keeping up with workload but will continue to do ADWPL when cruise ships visit in 2023.
- The traineeship in Community Service was completed at the police station.

Aboriginal School Based Training – Central Regional TAFE

Certificate I Tourism – Australian Indigenous Culture

Certificate I Automotive Vocational Preparation

Certificate I Leadership



Highlights:

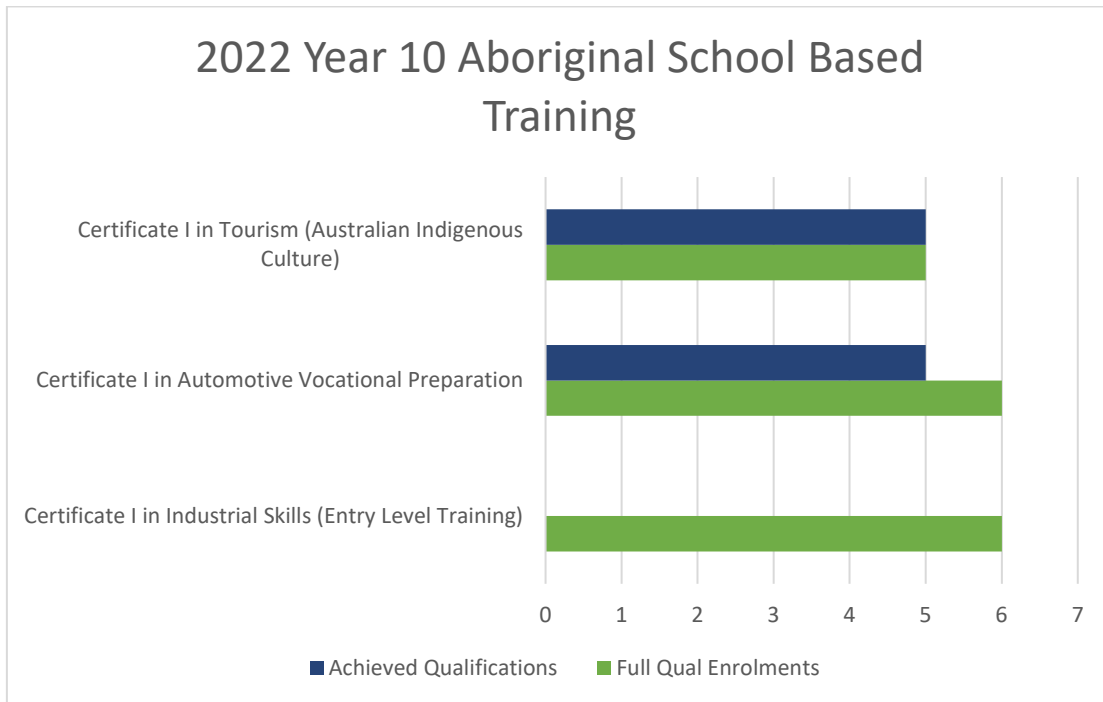
- Ten students received certificates.
- Successful collaboration with Champion Bay Senior High school to increase the choice students have.
- Second year to have a female student in Automotive. This student has selected STEP for 2023.

Challenges

- Attendance of Industrial skills

Areas of focus and future monitoring:

- More candidates in 2022, however commitment to the program for some students was difficult. Earlier engagement of students – tour of facilities at TAFE in 2023.



General Comment:

The ASBT program continues to be an excellent gateway for aboriginal students to get a taste of TAFE and be more confident in applying for courses in Year 11.



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VET Year 11 and 12 programs

Highlights:

Nomination of students for CRTAFE VETDSS awards

- Emma Ahearn – Trade category
- Emma Simmons – Higher certificate
- Rachma Nurhalza – Higher certificate (WINNER)
- Thea Volkerts – Cert II Vocational
- Shekana Gilewski -Cert II Vocational (WINNER)
- Xander Wilson – Higher certificate,
- Lily Couper – Student of the Year



- Ten students received certificates.
- Successful collaboration with Champion Bay Senior High school to increase the choice students have.
- Second year to have a female student in Automotive. This student has selected STEP for 2023.
- 32 students enrolled in higher level certificates.
- 12 Students achieved Certificate IV

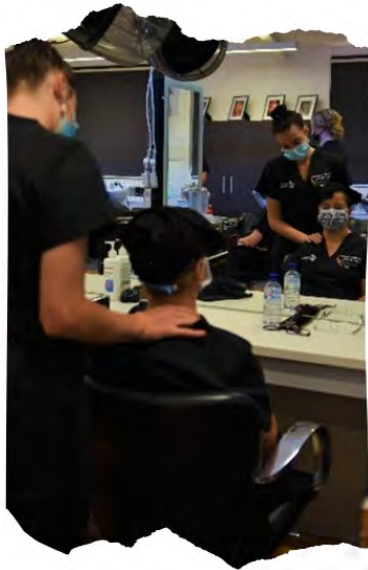
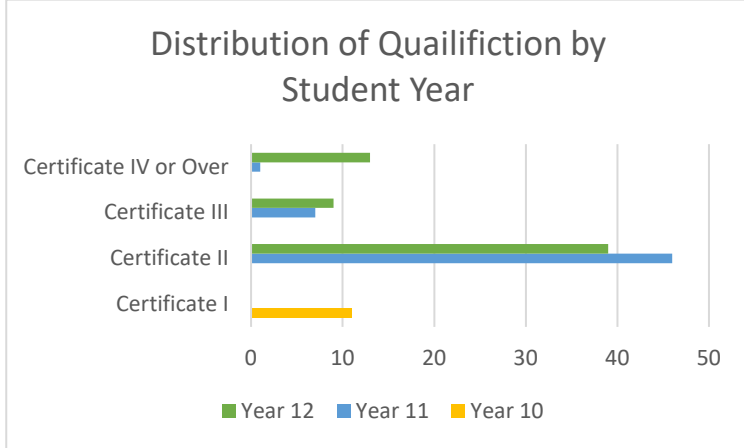




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Challenges:

Cert III Allied Health not a successful launch across all schools





Certificate II Qualifications			
Qualification Code	Qualification Name	Number enrolled	Achieved Qualifications
ACM20117	Certificate II in Animal Studies	1	1
AUR20520	Certificate II in Automotive Servicing Technology	4	4
52824WA	Certificate II in Building and Construction (Pathway - Trades)	3	2
CHC22015	Certificate II in Community Services	3	3
CPC20220	Certificate II in Construction Pathways (STEP)	6	3
UEE22011	Certificate II in Electrotechnology (Career Start)	7	7
MEM20413	Certificate II in Engineering Pathways (STEP)	8	5
SIT20316	Certificate II in Hospitality	7	3
52887WA	Certificate II in Plumbing	3	2
SHB20116	Certificate II in Retail Cosmetics	3	ongoing 2023
AHC21216	Certificate II in Rural Operations	7	5
SHB20216	Certificate II in Salon Assistant	3	1
FSK20119	Certificate II in Skills for Work and Vocational Pathways	10	5
SIS20115	Certificate II in Sport and Recreation	8	8
SIT20116	Certificate II in Tourism	2	0
BSB20120	Certificate II in Workplace Skills 21-22	9	8
BSB20121	Certificate II in Workplace Skills 22-23	15	ongoing 2023





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Certificate III and IV			
Qualification Code	Qualification Name	Number enrolled	Achieved Qualifications
HLT33015	Certificate III in Allied Health Assistance	3	ongoing 2023 (2)
BSB30120	Certificate III in Business	4	4
CHC30113	Certificate III in Early Childhood Education and Care	3	3
CHC30121	Certificate III in Early Childhood Education and Care	2	ongoing 2023
ICT30120	Certificate III in Information Technology	1	0
SIT30116	Certificate III in Tourism	1	Ongoing 2023
CUA31120	Certificate III in Visual Arts	2	2
52831WA	Certificate IV in Preparation for Health and Nursing Studies	13	12

2022 Completion

Qualifications Completed Year 10 – 12

	Aboriginal Students	Non-Aboriginal Students	Total
Certificate I	10	-	11
Certificate II	16	41	57
Certificate III	1	8	9
Certificate IV or over	1	11	12